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**Список використаних джерел**

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# THE CONCEPT OF «ERROR» IN TRANSLATION EDITING:

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**Abstract.** Translation is a complex and multifaceted phenomenon that encompasses both oral and written forms, as well as texts of different styles and genres. In this domain, error classification plays a crucial role in assessing translation quality, understanding the translation process, and identifying potential pitfalls. This article explores different types of translation errors, including classification based on mode (oral or written), genre (literary or technical), and linguistic aspects (lexical or grammatical). Errors are studied through different theoretical frameworks, emphasizing their impact on translation equivalence and informational accuracy. Key scholars define translation errors as deviations from normative standards, misinterpretations of meaning, or distortions that affect the recipient's understanding. The article classifies errors by their origin, including informational, modal, factual, temporal, semiotic, and perception errors, as well as errors related to thesaurus limitations, attention shifts, and copying distortions. Additionally, language errors at the spelling, lexical, morphological, word formation, and syntactic levels are discussed. Finally, text-level errors, such as macrostructural, psychological, and logical inconsistencies, are analyzed for their impact on translation editing. By providing a comprehensive classification of translation errors, this study contributes to a deeper understanding of translation accuracy and the role of editors in improving translated texts.

**Keywords:** oral and written translation, error classification, translation editing

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**Introduction.** Translation is a multifaceted phenomenon, it can be oral and written and can include work with texts of different styles and genres. Editing is considered an integral part of the translating process as a step to achieve and ensure quality given its «important functions in shaping the final TT (target text).» (Dimitrova, 2005, p. 143). In this regard, there are:

– classification of errors in oral and written translation;

– typology of errors in artistic or technical text;

– classification of lexical or grammatical errors in translation (i.e. errors related to translation, for example, phraseological units or puns or the specific meaning of a verb – i.e. by the type of unit of the original language).

Classifications of errors can have the following goals: (1) they can be oriented towards the assessment of different translations, (2) they can analyze not so much the result of the translation as the process of translation, and (3) they can reflect the possibilities of errors.

**Purpose and objectives of the study.** The purpose of this study is to analyze the concept of «error» in translation editing by classifying, typologizing, and evaluating translation errors based on their origin, language level, and impact on the translation process. The study aims to contribute to a better understanding of translation quality assessment and the role of editors in ensuring translation accuracy.

**Results and Discussion.** In general terms, translation is the transfer of a text's content into another language. This definition focuses on one of the main requirements for translation – to reproduce the content of the original. Violation of this requirement is perceived as an error. The content of the text in the translation sense is usually understood as a set of elements of semantics and text structure that are recorded by the recipient and participate in the formation of the content of the text, which in its time is not reduced only to the meanings implemented in the text. Still, it is a global holistic understanding of the text, based on, among other things, background knowledge, findings about the state of affairs in the real world, knowledge of the subject area, about which language, and knowledge of the communication situation.

Most authors, therefore, understand an error as **an objective, unintentional deviation from a norm, rule, or standard**, distinguishing between acceptable creative deviations and actual errors that lead to distortion of meaning (Kuznetsova, 2008) that occur when **the functional equivalence between source and target text is compromised**, highlighting the importance of maintaining the pragmatic and contextual meaning of the original (House, 2015), and focus on **translation shifts**, arguing that some deviations from the source text are errors, while others are justifiable adaptations based on cultural and linguistic differences (van Leuven-Zwart, 1989). In other words, an error is an objective deviation that complements the correct component of the message to an incorrect (erroneous) one. Thus, any component of the message could be called erroneous if it does not correspond to any of the norms of the normative framework, and correct if this element corresponds to at least one of them. It should be noted, however, that not every element that does not conform to the norm is erroneous since the fixation of norms always lags behind the dynamics of the functioning of the

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text elements themselves. In literary discourse, for example, innovations (including individual-author or occasional ones), realities, and elements of nonsense are common, which are not codified in the language, and thus can be considered violations of it.

The significance of an error is closely tied to its impact on information perception, as what may be critical for one recipient could be negligible for another. Understanding this variability is essential when classifying errors, as their origin and nature influence how they affect communication. Based on this, translation errors can be categorized according to their origin.

1. Information errors. They are determined by the lack of novelty, repetition of an already stated thesis, disregard for the recipient's background knowledge, mentioning obvious things that no one has written about due to their obviousness, and passing them off as new public information, multiple publication of a scientific article containing the same data, etc.

2. Modal and factual errors. Modal errors arise because authors sometimes incorrectly take into account the relationship of the information to reality. Determining it, they can be mistaken, for example, when they pass off a scientific hypothesis as the actual state of affairs. It also happens that sometimes the recipients themselves mistakenly perceive the modality of the message. Factual errors are a separate subspecies of modal errors. These include statements whose modality is reality, but these statements are false.

3. Temporal, local, and situational errors. Temporal errors arise as a result of the deviation of the time specified in the message from the time in the world described in the text (real, pseudo-real, or unreal). Local errors determine the deviation of the place specified in the message from the place in the world described in the material (real, pseudo-real, or unreal). Situational errors are characterized by the deviation of the situation specified in the message from the situation in the world described in the text (real, pseudo-real, or unreal). They can also arise as a result of the deviation of the situation that the author expected when the message was perceived by the recipients from the situation that arose at the time of its perception.

4. Semiotic errors. Among the semiotic errors, coding, representational, and semantic errors are distinguished. Coding errors consist of the fact that the code of the sign (word) contains a deviation from the norm. Therefore, coding errors are, for example, the majority of errors, although they can be more complex. Representational errors consist of the fact that the recipient, when perceiving a sign, has a different image than the author of the message. Meaning errors consist of incorrect word usage. They occur especially often in the audiovisual reproduction of information.

5. Thesaurus errors. Errors regarding thesaurus occur in recipients when signs (words) are used in the message that is absent from their thesaurus or have no connection with other words in the thesaurus. Such errors can also be called relative (they are errors only concerning a certain group of recipients).

6. Perceptual errors. They arise only at the moment of initial perception of the message and are caused by a certain ambiguity in the text. In the process of final perception, they usually disappear. Thus, the sentence «The chicken is ready to eat»

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can be perceived according to two models: one assumes that «The chicken (meal) is cooked and ready to be eaten»; the other, on the other hand, gets it as «The chicken (bird) is ready to eat something». One more example is the sentence «John told the teacher that he was wrong.» which can be perceived as «John told the teacher that the teacher was wrong.» or «John told the teacher that John himself was wrong.» During the initial perception, about 80% of recipients use the first model of perception, although the author of the message could have used the second, as a result of which a perceptual error will arise.

7. Attentional errors. Appear as a result of a violation of the contact function of language in the message and the recipients switching their attention to other objects. These errors are associated with the recipient's will to perceive: the author tries to force the recipients to perceive the message, and the recipients either did not begin to perceive it or, having started, stopped as a result of switching attention.

8. Copying errors (distortions). Most often occur when messages are copied (for example, the author's original is reprinted in the media after editing, the draft publication is transferred through communication channels with the media to the printing house, etc.). To search for and remove distortions from the message in publishing, proofreading is carried out (Partyko, 2006, p. 97).

Translation errors can be analyzed not only from the perspective of their impact on meaning but also concerning their correlation with different levels of the language system. Linguistic errors can be categorized based on their deviation from established norms in spelling, morphology, syntax, and other structural aspects of language. This classification provides a systematic approach to identifying and addressing errors that arise during translation and editing, ensuring greater accuracy and adherence to linguistic standards (Bondarenko, 2003, p 34).

1. A spelling error occurs as a result of a violation of the spelling norm, that is, the generally accepted rules for reproducing sound language (words and their forms) in writing. The following deviations can be considered spelling: replacing letters or words with other letters; skipping letters, and syllables; extra letters in a word; skipping words; anticipations; errors in hyphenation; someone else's font; skipping a line; rearranging adjacent words; dividing one word into separate parts and writing two words together.

2. Lexical errors occur in semantically modified lexemes; pleonasms; errors caused by the indistinguishability of the meanings of paronyms and the confusion of the semantics of interlingual homonyms.

3. Morphological errors are non-normative formations that do not correspond to the formal expression of at least one of the grammatical categories of gender, number, case, degree of comparison, person, time, mood, state, type, etc. Errors at the level of functional parts of speech do not belong to the group of morphological errors, since functional words are not characterized by grammatical categories, the violation of which could cause the appearance of morphological errors.

4. Word-formation errors are caused by the use of word-forming means that are atypical for a given language (low-productive, displaced by other productive means, or

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completely not inherent in the language system), violation of the regularities of the combination of the formative basis and the word-forming means in a derived word.

5. Syntactic errors – violation of formal means of expression of syntactic connections and semantic-syntactic relations.

6. Syncretic errors – synthesis in one non-normative unit of signs of violation of various language norms.

Text-level errors go beyond individual linguistic mistakes and affect the overall coherence, structure, and organization of a text. These errors can be classified based on how they influence the macrostructure (the broader text framework) and microstructure (the internal composition of a specific text). Identifying and correcting such errors is essential for maintaining textual consistency, logical flow, and alignment with editorial standards (Kapelyushny, 2005, p. 327).

1. Macrostructural and microstructural errors. A text that is included in a certain supersystem – macrostructure is considered as a microstructure. For example, an article is a microstructure, and the column on which it is placed next to other materials is a macrostructure.

Researchers distinguish the following subtypes of macro- and microstructural errors:

- lexical tautology in rubrics within a page or spread;
- repetition of sentence structure, rhythm, and melody of headings and subtitles within a page or spread;
- inconsistency of one of the texts with the concept of the page or issue;
- failure to take into account the difference between oral and written speech.

Such errors indicate the level of the publication, the seriousness with which the employees relate to the creation and observance of a single concept, aesthetics, and ease of perception.

2. Psychological errors are associated with the psychological reasons for the text's non-normativity, the peculiarities of human thinking, and decoding from the «inner» language:

- insufficient attention to detail, which leads to inaccuracies and errors;
- errors of excessive author activity (verboseness, etc.);
- errors of author fatigue (repetitions, etc.);
- errors in translation from the "inner" language to the "outer" language, etc.

To avoid such errors, the author should constantly monitor the process of creating the text, consciously and carefully reread it, taking into account the possible reaction of the audience (self-editing). However, some errors of this type can only be noticed by an outsider because what is obvious and logical for the author does not necessarily coincide with the reader's ideas.

3. Logical errors. They can be unintentional (as a result of the author's error) and intentional which significantly increases their significance. They have many subtypes that are associated with the violation of specific laws of logical thinking and expression (violation of cause-and-effect relationships, confusion of the subject and object of action, etc.)

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**Conclusions.** The notion of «error» in translation editing is a complex and multidimensional phenomenon that encompasses various linguistic, cognitive, and textual aspects. This study has shown that translation errors can occur at different levels, including informational, linguistic, and structural, each of which affects the overall quality and perception of the translated text. Classifying errors based on their origin, such as informational, modal, factual, semiotic, and perceptual errors, provides a comprehensive framework for identifying and eliminating translation inaccuracies. In addition, errors at the language system level, including spelling, lexical, morphological, and syntactic deviations, emphasize the need to maintain linguistic accuracy to preserve the meaning and coherence of the translation. At the text level, macrostructural, microstructural, psychological, and logical errors affect the overall organization and readability of the translated text, further emphasizing the role of editors in improving and enhancing the quality of the translation. Recognizing and correcting translation errors is crucial for ensuring functional equivalence, maintaining textual integrity, and improving interlingual communication. Further research could explore automated tools for detecting and correcting translation errors, as well as the role of AI-assisted editing in improving translation quality.

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